

The Impact of Growth Mindset on Goal Attainment and Well-Being with Moderating Role of Grit and Mediating Role of Learning Agility

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Abstract. The major premise of recent research was to analyze the role of growth mindset as a precursor of goal attainment and the well-being of professionals. The present study proposed the learning agility of professionals with a growth mindset as an underlying mechanism between role of growth mindset and goal attainment and well-being of employees. The study also delineated the moderating role of grit as employees with growth mindsets when high in grit have more learning agility which leads to their increased growth attainment well-being. Once Individuals observing a model perform a behavior and experiences the result of that behavior, they remember the order of events and apply this knowledge to direct future behaviors. Researchers have collected data from 380 professionals working in the service sector of Pakistan. The participants had been selected keeping into consideration the requirements of the structural equation modeling which was run in AMOS to infer results of study. The propositions of study were able to get support from the results confirming growth mindset plays significant role on well-being and goal attainment of professionals, the mediates the role of learning agility and moderate the role of grit were also supported. The study also sheds light on its limitations and possible future avenues and implications of the findings.

Key words: Learning Agility, Grit, Growth Mindset, Wellbeing, and Goal Attainment

1 Introduction

According to the Macnamara (2018); O’Keefe et al. (2018); Thomas et al. (2019); Wormeli; Yeager and Dweck (2020), mindset is known as the intelligence which the individual thinks about themselves. Mindset shaping is difficult for the people about the motivation, engagement and the educational background of the people (O’Keefe et al., 2018; Yeager and Dweck, 2020). But Moreau et al. (2018), found that the mindset is non-significantly related with the achievement of the people.

Previous studies are observed the relationship between the growth mindset and the achievement of the individuals. Blackwell et al. (2014); Claro et al. (2016), found strong impact of the

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growth mindset on the success of people but [Bahník and Vranka \(2017\)](#) and [Li and Bates \(2019\)](#), found null or no effect of the mindset on the achievement. [Dweck and Yeager \(2019\)](#), found comprehensive effect of the mindset. In fact, her study examined at how growth mindsets affect a variety of motivations and knowledge relating outcomes, not only simple academic success. Thus, study that involve a wider range of motivational and knowledge relating outcome is wanted in orders to providing a more thorough test of importance of mindset in the educational situation. In the current work, we improve this constraint by examine a wider range of variable, particularly how mindsets connect to accomplishment (e.g., standardized math score), engagement, and motivation (self-efficacy). While [Dweck and Yeager \(2019\)](#), real study on mindsets focused on ideas about intelligence in general, other studies have suggested that domain-specific mindsets should also be measured ([Chen and Pajares, 2010](#); [Lou and Noels, 2019](#)). According to a recent meta-analytic study investigation, employees may have specified mindsets that are more likely to predict outcomes in the matched area ([Costa and Faria, 2018](#); [Stipek and Gralinski, 1996](#)).

Conceptually, agility discusses to the capability of thoughts and moves swiftly, act simply and drawing ends speedily. Stretching out agility to the learning environment, learning agility is defining as the speediness of learning (the capacity to take up new information speedily) and the simplicity of development across thinking (shifting between different thoughts or viewpoints and across various conditions) ([DeRue et al., 2012](#)). We propose examining at how culture affects learning agility in light of the "cultural agility" approach which refer to the capability to swiftly switch from one culture to the other ([Caligiuri et al., 2009](#)). Additionally, the development of e-learning technology and its rising popularity have prompted us to investigate the use of learning technology on learning agility.

Learning agility is a skill of learner to increase knowledge from previous experience and use that knowledge in various situations ([Ferry, 2015](#)). Learning agility was defined by as "flexibility and speed" for gaining a skill set through self-awareness, receiving feedback, working with others, and reflecting. Additional, [Burke \(2016\)](#), observed that 'learning' relates to seven behavior-based dimensions, including getting feedback, receiving knowledge, working together, taking risks in personal relationships and professionally, reflecting, and researching, while "agility" refers quickness and flexibility.

According to [Harackiewicz and Priniski \(2018\)](#), there are increase interesting in the possible of accessible psychological interferences to increase academic success. Among these growth mindset interferences focused on encouraging the believe that employees' everywhere intelligent capacity may be developed. Although growth mindset interventions frequently improve organizational performance [Dweck \(2007\)](#), several studies have shown mixed results ([Sriram2014](#)). In Addition, two recent Meta analyses, there is a weak relationship between growth mindsets and organizational performance ([Sisk et al., 2018](#)). Due to the mindset, some subpopulations, such as at-risk youth, may respond better to interferences ([Paunesku et al., 2015](#)). Since then, grit has been described as constancy of maintain interest over the long term while persevering in the pursuit of higher- order, passion-driven goal. Initially, grit was conceptualized as perseverance and passion for long- term goal ([Duckworth and Quinn, 2009](#)). In recent years, researcher on field has started to stress the importance of staying focused on goal in the face of difficulty and retrogression in goals in the face of difficulty and retrogression in the form of changed goals hierarchies. The concept of grit is one that is usually and positively discussing in society ([Credé et al., 2017](#)). Both a trait and a developmental ability, is grit. Philosophy, suicide ideation, disease coping, and literacy achievement are just a few of the areas where research on the construct's impacts has been conducted. At first described as "perseverance and passion for

long-term goals" [Duckworth and Quinn \(2009\)](#), according to [Winkler \(2020\)](#), grit can be useful in both work and non-work situations. Grit is a recent concept in the behavior sciences, its nature appeals a requirement for both employees and organization success ([de Waal, 2026](#)). Difficult progress is fact that relating ideas has appeared shares the moderating level of contented space, like conscientiousness [Roberts \(2009\)](#), the need for success, industry [Hodge et al. \(2018\)](#), hardiness, and self-control. The phrase "learning agility" was initially coined by ([Lombardo and Eichinger, 2000](#)).

They described its having the capability and willingness to learning lessons from the skills and experiences and then applying them to succeed in performance and new circumstances. A career's objective success is frequently shown through salary increases and upward mobility. Both upward mobility systems may be influenced by learning agility. Learning agility have always considered the main indicators of great potentially. Firstly, high learning agility employee is more than others to seen as high potentials and receive greater support from organizations for career management ([Dries et al., 2012](#)). Second, employees with learning agility continuously develop new skills and learn from their work experiences. Employees can perform their work more successfully by learning agility and developments. As a result, it enhances the likelihood that employees will be rewarded with promotions and salary raises. Well-being is also important because of their consequences for workers. Well-being has usually been accepted by researchers and management as having the ability to negatively impact both employees and organizations. For instance, employees who are not show well-being at work may be lower productive, make poorer decisions, more likely to absent from work, and consistently contribute less overall to the organization ([Danna and Griffin, 1999](#)).

2 Theoretical Background

According to social cognitive theory, when individuals observing a model do a performance and experiences the result, they remember the sequence of event and use it to guide their own behavior in the future. Observing a model can also prompt the viewer to engage in behavior they already learned. Goals, outcome experience, self-efficacy, and socio- structural variables are the main four factors of social cognitive theory. Goals are plans for action that may also be thinks as aims to perform the behaviors. Similar to behavioral beliefs in the TPB, outcomes expectations are separated into three groups based on the types of outcomes taken into account: physical, social, and self-evaluative. Self-efficacy is a belief that one can manage their behavior, is often determined by how confident they are in their capability to maintain their behavior in the face of a variety of challenges. Socio-structural variables are thought to affect behavior by changing goals and facilitating or impeding behavior performance. Social cognitive theory claims that the goals of the person explain the growth mindset of that person. People with a growth mindset think that their most basic capabilities or skills may be improved with commitment and effort; intelligence and ability are the just beginning point. This point of view promotes the love of learning and resiliency necessary to great achievement. Goal attainment and well-being explain the outcome of the theory. Grit and learning agility explain the socio-structural portion of the theory because these factors show the action of the employees within the organization.

The present study analyses the relationship between the growth mindset on employee's outcome with mediates the role of learning agility and moderates the role of grit. Thriving employee who are involved at work are more creative, punctual, recruit additional devoted employees, and show a long-term commitment to the organization. Additionally, managers of

creative employees stated that total performance of creative employees is 16% higher than that of others employees.

According to the research findings creative employees self-reported 125% less learning agility than other employees while also expressing a greater level of commitment to other organizations and higher levels of job satisfaction ([Spreitzer and Porath, 2012](#)). This study suggests that to minimize adverse repercussions for both employees and businesses, companies should pay special attention to their managers/supervisors and keep monitoring their Learning agility habits. It is critical to discourage employees from practicing learning agility at work even though aggressive behavior and engagement prevention inhibit manager concentrate on in-role work performance, negatively affecting organizational effectiveness ([Robbins and Judge, 2009](#)). Institutions must provide regular training to organizational researchers as well as interact with the adverse effects of their extractive behaviors to disincentive predatory behavior. Employees' contributions to the grit process are also reinforced by their growth mindset's role in trying to identify creative and innovative organizational strategies. People with a growth mindset, as a consequence, are well-versed in new technologies and strategies. As an outcome, companies should focus on ways to improve their employees' information processing abilities or hire people who have a growth mindset. Ultimately, these studies suggest that in this fierce competition, organizations that prioritize well-being and goal achievement are more successful. Employees can voice their concerns about their conduct in a safe environment, and organizations can deal with complaints adequately and quickly. To prevent ego-centric behavior on the part of employees, it's critical to have a strong check and balance system in place and businesses should figure out how to discuss such grit styles.

2.1 Growth Mindset and Goal Attainment

As a result, the growth mindset's role need to be practical rather than subjective, and this area needs further investigation ([Park et al., 2020](#)). Although [Sisk et al. \(2018\)](#) discovered the effect of the growth mindset on accomplishment however it is not of much use in real life. According to the study, there was significant but weak relationship among the growth mindset or goal attainment, and the mindset theories in the literature need to be tightened by more research that includes more explanatory and moderating variables. This study proposes to close the gaps by investigating how mindset affects goal attainment and organizational citizenship behavior, with work engagement as a mediating factor. Additionally, it investigates at the role of transformational leadership in this relationship as a moderator.

According to [Dweck et al. \(1993\)](#); [Dweck and Leggett \(1988\)](#); [Yeager and Dweck \(2012\)](#), a growth mindset is a belief that one's personality, including their intellectual ability, can be developed. A fixed mindset is the belief that one's personality is fixed and cannot be changed. According to research on these mindsets, those who have a growth mindset are more likely to succeed in the face of difficulties and keep improving, while those with a fixed mindset might avoid challenges or fall short of their potential ([Yeager and Dweck, 2012](#)).

According to [Dweck et al. \(1993\)](#) dweck mindset describes the self-concepts individuals use to understand themselves and guide their behavior. Frequently, an individual might often have also a fixed mindset or a growth mindset, and this can make all difference. Individual with fixed mindset believe that intelligence is static and that it cannot be developed. Whereas, individuals with growth mindset however, believe that anything is possible with commitment and effort. A growth mindset takes chances and learns from them. It is motivated to take on difficulties to promote an individual's development. This finding is also frequently recognized as a significant

factor in why people who have average intellect tend to perform better (Heslin and Keating, 2017).

H1: A growth mindset is positive relates to goal attainment of the employees.

2.2 Growth Mindset and Well-being

A person with little level of hope do not try their hardest, focuses on failures, focuses on the possibility of failure and achieves it in a self-fulfilling prophecy, and keep up negative emotions, those with high levels of hope face challenges, focus on achievement rather than disappointment, perceive many options to attain their goal, and maintain helpful or positive emotions.

The (scientific) theory of implicit theories, or mindsets as they are now known, has been used to a variety of areas, including but not limited to social perception, relationships, and exercise. This study suggests that people's motivational systems, which affect how they rate things, include implicit theories. For example, those who believe that personality is fixed, comparative to changeable, draw global public judgments from small samples of behavior and are more likely to be punitive in cases of undesirable behavior (Erdley and Dweck, 1993; Gervy et al., 1999). The extension of the implicit theory perspective to a variety of fields illustrates the generalizability and predictive utility of the model. While the implicit theory method has recently expended to understand mental health functioning, Schroder et al. (2015) received limited attention in the situation of happiness (Lyubomirsky, 2001).

Researchers from a broader range of disciplines may be piqued by a recent interesting growth mindset in the popular news that contains information that is relevant to HRD researchers and practitioners alike. According to studies, having a growth mindset may improve workplace involvement, productivity among employees, mentors, willpower, giving feedback, being awareness, and inspiring or creative thoughts in organizations.

The findings presented by Han and Stieha (2020) whose study revealed that those employees' assumptions of their managers' mindset effect workplace performance, may be of interest to HRD researchers and practitioners.

H2: A growth mindset is positively related to well-being.

2.3 Learning Agility and Goal Attainment

According to Han and Stieha (2020), "The concept of learning agility may be important to the specific behaviors associated with learning goal orientation." We conclude that a test of learning agility should assess a person's tendency for acts that are strongly goal-oriented towards learning. Though the literature on learning goals and experiential learning offers thorough understand exactly how learns taking place while engaging in different conditions, additional importance of variables to take into account include the environment, the degree to which people can processing and responding to new information or learning, and person's interest and persistence with new and different experiences. In particular, the atmosphere must be conducive to learning, supports and rewards learning, encourages taking chances and trying different things.

A person's capacity to adapt to the changing demands of their profession is reflected in their capacity to learn from experience (Kolb et al., 2007). This capacity involves a wide range of individual differences and qualities (Spreitzer et al., 1997; Van Velsor, 2004). A person's capacity for learning is specifically made up of a variety of characteristics and abilities, such as intelligence (Hunter, 1986; Hunter and Schmidt, 1996), personality characteristics like openness to

experience [LePine et al. \(2000\)](#), a willingness to acquire knowledge and actively seek out learning opportunities [Birdi et al. \(1997\)](#); [Colquitt and Simmering \(1998\)](#); [Spreitzer et al. \(1997\)](#), the ability to identify when new skills or behaviors are necessary [Velsor \(2007\)](#), and resilience in the appearance of difficulty or unexpected event ([Weick and Sutcliffe, 2001](#)).

In this sense “capability to learn” is a Meta concept reflecting a constellation of individual characteristics and quality that enable people to develop or refine their knowledge and ability for their jobs in response to shifting job requirements and in continuously improving their performance.

Deep learning agility in various situations can lead to new experiences The study conducted by [Juhdi et al. \(2012\)](#), had 329 respondents. The study proved that learning agility is the result of an organizational spirit and that job engagement is an antecedent. This research argues that learning agility is a predictor of work engagement and that persons with high learning agility scores are more adaptable and less resistant to change and perform in different situations. Goal attainment improves with increasing learning agility scores.

H3: Learning agility is significant relates to goal attainment of employees.

2.4 Learning Agility and Well-being

Employee agility is the capability of employees to perform quickly with unexpected environments changing in the organization extra proper ([Alavi, 2016](#); [Cai et al., 2018](#)). Just not mentioned to respond to unexpected change in a time way but represent employees ability to takes improvement of changing and change then into opportunity for the growth of new ideas and learning of developing technologies ([Bathaei et al., 2019](#); [Chonko and Jones, 2005](#)). Recent research has shown that employee’s agility has a number of benefits, including improved quality of product, service to clients, and learning ([Alavi, 2016](#); [Panda et al., 2016](#); [Sohrabi et al., 2014](#); [Sumukadas and Sawhney, 2004](#)).

Learning agility is become more commonly acknowledged in managing people as a critical element of long-term instructional control ([Murphy, 2021](#)). The best predictor of future performance is a person’s learning agility. Learning agility is defined as the ability and willingness of a person to learn new skills under many different circumstances. In many contexts, deep learning agility can offer new experiences ([Murphy, 2021](#)).

So, we suggest that learning agility can mediate the relationships between self-efficacy, motivation, and sustainable employee’s engagement, leading to goals achievement. Goals achievement is not itself a determiner of employees’ performance, although different research in previous have suggests that many types of performances refer to the goals achievement of employees, such as job performance, achieve goals performance, and composite performance as an aggregated result. This could not be individually valued without goes to the study of contributors to goal achievement ([Madigan and Curran, 2021](#)). Many researchers evaluated different indicators and contributors to achievement, such as, grade point averages, work performance, evaluation perceptions ([Schneider and Preckel, 2017](#)). Many studies shown the link between employee’s engagement and goal achievement and also established that goal achievement is linked to employee’s engagement ([Schneider and Preckel, 2017](#)).

The health and wellbeing of employees is an issue that is becoming more and more important. Corporations have long been active in health concerns, including employee support programmers, disability and insurance packages, and occupational health and safety ([Conrad, 1994](#)).

An important percentage of employees’ compensation packages includes healthcare cover-

age. Social care from friends, family members and coworkers and engage in spiritual activity are essential force behind grit (De Vera et al., 2015). Work engagement is "The self-harnessing of organizations members to their employment role" (Kahn, 1990). Attention and absorption are two components of wellbeing. Attention is defining an employee's cognitive capability and the length of time they are able to focus on a task. And the absorption is defining by the strength or intensity which a person stays focused on it (on a role) and how much involvement of him or her in that role (Rothbard, 2001).

H4: Learning agility is positive relates to the employee's well-being.

2.5 Learning Agility Is Mediating Between the Growth Mindset and The Outcomes (Goal Attainment and Well-Being)

Individuals with growth mindsets believe that they can improve their intelligence. This contrasts the fixed mindset which suggests that intelligence is unchangeable. Mindset can be measured by inquiring employees to concern or not (often by using a 6-point scale) to the ideas that "you have a certain amount of intelligence, and you can't do much to change it" and "no matter who you are, you can significantly change your intelligence level" (Dweck, 2008).

Learning agility is a talent management concept that is becoming increasingly accepted and is essential for long-term decision-making success (De Meuse et al., 2010). The most accurate indicator of a person's future success is their learning agility. Learning agility is referring to a person's capacity and openness to learning new abilities under different situations (Lombardo and Eichinger, 2000).

This concept seeks to expand our understanding of people's capacity to learn from experience. Learning agility is a term that scholars and practitioners have recently used to describe a person's capacity and willingness to learn from experience and apply the lessons of experience to improve future performance (De Meuse et al., 2010; Eichinger and Lombardo, 2004; Lombardo and Eichinger, 2000). Although learning agility goes beyond ability by emphasizing the importance of people's motivation to learn and ability to put lessons from experience, the idea has generally been regarded as being synonymous with the capacity to learn.

This conceptual overlap raises two important concerns. Firstly, it's unclear whether learning agility is a unique concept or simply a repackaging of old wine in a new bottle. The concept of agility from a general ability to learn is not easily differentiated in the existing research on learning agility, either theoretically or practically. As a result, the term "learning agility" is increasingly being used to refer to the majority of things linked to learning from experience. And to the extent that we allow learning agility to become everything, it becomes nothing. Secondly, by equating learning agility with a person's general capacity for learning, we actually overlook the value in consider agility as a unique component of the experiential learning process. In this article, we create a more limited conception of learning agility that is more faithful to the traditional sense of agility, concentrating on how quickly people learn and how adaptable they are while learning within and across contexts.

Grit, which was developed from the belief that enduring passion and perseverance count more than natural ability, quickly gained prominence (Duckworth et al., 2013). In her presentation, Duckworth and Quinn (2009), talked about her experiences instructing math to seventh-graders, where she observed that IQ wasn't always a good predictor of academic performance. These findings inspired an investigation into the psychological factors driving success. According to research findings in a variety of circumstances, grit outperformed other factors like intelligence, athletic ability, and the Big Five traits in predicting commitment and performance

(Duckworth et al., 2007; Eskreis-Winkler et al., 2014; Robertson-Kraft and Duckworth, 2014).

H5: Mediating the role of learning agility the relationship between the growth mindset and employee outcomes (goal attainment and well-being).

2.6 Moderating Role of Grit between the Growth Mindset and the Learning Agility

Dweck's theory (Dweck and Yeager, 2019), can hold promise for those who struggle, especially in the working environment. It's possible that having a fixed mindset and lacking grit are contributing factors to the low retention rates. In prior research, (Peterson and Seligman, 1984), discovered that when faced with difficulties, people make specific associations (positive or negative), act on those beliefs in a variety of ways, and hope for the same results. According to Chiu (2007), when people with fixed mindsets are asked to determine future behavior based on particular conditions, they perceive subsequent behavior based on prior experiences and are unable to recognize change. This is in keeping with Nolen-Hoeksema et al. (1986)'s theoretical stance on learned helplessness, learned optimism and causal attributions or explanatory style. According to Dweck (2008)'s further statement, "People with a fixed mindset think that their intellect is simply an inherent quality; they have a particular amount and that's it. On the other hand, People who have a growth mindset think that they can improve their intelligence over time".

Duckworth and Quinn (2009) working together to better know why some employees succeed at persisting, in order to achieve goals, while others give up. According to Duckworth and Quinn (2009), "Grit is not just having resilience in the face of failure, but also having strong commitments that you remain loyal for a very long time." Duckworth and Quinn (2009); Perkins-Gough (2013), shown study to determine what grit is and how it affects perseverance and resilience. In her seminal study on grit, she discovered that, the West Point cadets were successful in achieving their goals on grit, more than any other quality. In Duckworth and Quinn (2009), "introduce the concept of grit, define as trait-level perseverance and passion for long-term goals, and shown that grit predicted achievement in challenging domains over and beyond measures of talent" (Duckworth and Quinn, 2009).

Individual mindsets have been divided into a growth mindset and fixed mindset by Molden and Dweck (2000). A fixed mindset is one in which one believes that one's qualities and capabilities are unchangeable, whereas a growth mindset is one in which one belief that one's capabilities and intellect may increase by hard work. A person with a relatively strong fixed mindset is more likely to stick to what he understands and avoid taking on new tasks out of fear of failing.

On other, a person with relatively strong growth mindset, is more likely to put in more effort because he believes he will learn from failure and likes a task for its own purpose without worrying about failing. In depth investigation of employees, employees with growth mindsets higher outperformed with fixed mindsets in terms of academic achievement. Seligman (2011) suggested that grit might develop over time by stating that older people have greater grit than younger people. According to research in Hodge et al. (2018), "A person with stronger grit is more likely to higher engaged, and that engaged employees leads to are more productive".

H6: Moderating role of grit in the relationship between a growth mindset and learning agility such that their relationship is stronger in the presence of grit as moderator.

3 Methodology

3.1 Research Design and Procedure

The current study has been carried out using a time-lagged design. Data has been collected from a variety of sources from the service sector of Pakistan. The data has to collect using the personally administer survey. Data has been collected on learning agility, grit, well-being, goal attainment, and growth mindset. As the study was time-lagged. So, the data was collected at three points on time. Data on the independent variables (growth mindset) and moderator (grit) was collected on T1 or mediator (learning agility) on T2 and outcomes (wellbeing, goal attainment) on T3.

Additionally, the study has collected data using a convenient sampling technique. It has mostly targeted employees in Islamabad and Rawalpindi. The study is non-contrived with an empirical approach.

We have collected data from different sources [Raja et al. \(2018\)](#), working on a similar dyadic study, we are collecting data from employees, and the data collection is being done time-lagged ([Zhang et al., 2026](#)). The focus of the researcher, was a survey technique has been used in which 380 questionnaires have been sent, along with handouts for the respondents and electronic questionnaires for those who were unable to complete paper-based questionnaires.

Respondents have voluntarily participated in the present study. Each participant must be given a questionnaire ID to preserve the employment record. A short cover letter was also included with the questionnaire to reassure employees that their answers would be kept private and to encourage them to answer honestly without feeling under any pressure or fear of disclosing them.

The unit of analysis is main elements of who will be the source of data collection would that be an individual, a group, or an organization as an entire which forms the research questions, and sample size. In study of our case are dyads of employees in public sector of Pakistan. The common technique, bias paired data should be utilized for employee study ([Jiang et al., 2019](#)). Related studies done in this area recently have used 190-300, the current study has included 380 pairs ([Majeed and Naseer, 2021](#)).

3.2 Sample characteristic and demographics

4 Results

The current investigation's conclusions were reached using the SPSS and AMOS data analysis software. One of the analyses conducted on the data was confirmatory factor analysis (CFA), which was done in AMOS 21.0 and SPSS 21.0. SPSS was utilized to examine the mediation and moderation that followed Hayes' methodology (Preacher and Hayes, 2004). The fitness model was validated for each variable using the AMOS tool.

Table 3.1: Demographic analysis of the sample

Demographic Variable	Codes	Frequency	Percent
Gender	Male	271	71.3
	Female	109	28.6
Age	21-30	269	70.7
	31-40	75	19.7
	41-50	17	4.47
	50 and above	19	5
	Intermediate	12	3.1
Qualification	Bachelor	150	39.4
	Masters	130	34.2
	M.Phil	71	18.6
	PHD	17	4.47
Total Experience	1 year	79	20.7
	2 year	36	9.47
	More than 2 year	160	42.1

Table 4.1: Control Variables

Model	CFI	RMR	GFI	AGFI	TLI	RMSEA
GM and G (2factor) Time 1	0.92	0.02	0.96	0.94	0.9	0.02
GM and G (1factor) Time 1	0.92	0.02	0.96	0.94	0.91	0.02
LA (Time 2)	0.92	0.01	0.97	0.92	0.85	0.01
WB and GA (2factor) Time 3	0.96	0.02	0.95	0.93	0.94	0.04
WB and GA (1factor) Time3	0.96	0.02	0.96	0.93	0.95	0.04
Full measurement Model (5factor)	0.94	0.02	0.98	0.93	0.9	0.04
Full measurement Model (1 factor)	0.94	0.02	0.97	0.93	0.9	0.03

Goodness of Fit Index (GFI), Root Mean Square Residual (RMR), Adjusted Goodness of Fit

Index (AGFI), Root Mean Square of Approximation (RMSEA)

GM (Growth mindset), G (Grit), LA (Learning agility), WB (well-being), GA (Goal Attainment)

4.1 Descriptive Statistical Analysis and Inter-Correlation Analysis

Table 4.2: Mean, Standard Deviation, correlation, and Reliabilities of all variables in the study

Variables	Mean	SD	GM	G	LA	WB	GA
Growth mindset T1	4.04	.390	(.70)				
Grit T1	3.68	.589	.118*	(.71)			
Learning agilityT2	4.19	.625	.046	.446**	(.81)		
Well beingT3	4.01	.537	.212**	.356**	.475**	(.84)	
Goal attainmentT3	4.08	.707	.176**	.312**	.346**	.565**	(.81)

Note: N=380, where T1= Time1, T2= Time2, T3= Time3. Control variables are gender, organization, age, marital status, qualification, and experiences

*.Correlation is significant at the 0.05 level (2-tailed)

**.Correlation is significant at the 0.01 level (2-tailed)

The mean, standard deviation and correlations of each variable were calculated using SPSS). Cronbach's alpha was checked where the results are above 0.7 for each variable. According to Nunnally (1978), the internal consistency reliability of the measure used in this study is considered as good and adequate.

4.2 Mediation Results

4.2.1 Results for Learning Agility as a Mediator Between Growth Mindset and Goal Attainment

To direct effect between growth mindset and goal attainment concern as definite in hypothesis 1(a), its valid that both in the absence and the presence of mediator learning agility, growth mindset is positive and significant impact on goal attainment and significance of these impact is as ($\beta = .393$, $p < .001$). Additionally, the result in that table growth mindset have positive and significant impact on learning agility so supportive hypothesis 2 as show results ($\beta = .375$, $p < .05$). Hypothesis 2 (a) expected a positively relations between learning agility and goal attainment. The result exposed in the table confirm the acceptance of hypothesis 2(a) ($\beta = .455$, $p < .05$). Furthermore, Bootstrap result shown that the value of the upper limits and lower limits and so mediating impact of learning agility is significant between growth mindset and goal attainment. Also signifies these results is the P value of 0.000. Indirect impact of a growth mindset on goal attainment through learning agility was proposed in hypothesis 3(a).

Learning agility mediating the positively relations between a growth mindset and goal attainment was proposed in hypothesis 3(a). The results stated in the table show that a growth

mindset have a positive impact on learning agility ($\beta = .375$, $p < .001$) and learning agility have a positive impact on goal attainment ($\beta = .455$, $p < .001$).

Additionally, Bootstrap results shows the value of upper limits and lower limits and the mediating impact of learning agility is significant between growth mindset and goal attainment. The acceptance of hypothesis 3(a) as full mediation is shown in a table.

4.2.2 Table Mediation of learning agility in growth mindset and goal attainment:

Table 4.3: Direct and Total Effects

	B	SE	P	LLCI	ULCI
Direct effect of Growth mindset on Wellbeing	0.341	0.095	0.003	0.44	0.812
Direct effect of Growth mindset on Learning agility	0.375	0.076	0	0.411	0.71
Direct effect of Learning agility on Wellbeing	0.065	0.046	0.001	0.026	0.157
Bootstrap results for the indirect effect					
	Effect	BootSE	LLCI	ULCI	
	0.021	0.015	0.02	0.049	

Note. $N = 380$. Bootstrap sample size = 5000. LL= lower limit, CI= Confidence interval, UL= Upper limit

4.2.3 Results for Learning Agility as a Mediator between Growth Mindset and Well-Being

Direct effects between a growth mindset and well-being are concerned as definite in hypothesis 1(b), the mediating learning agility, impact of growth mindset is positive and significant on well-being and the significance of these impact is as ($\beta = .341$, $p < .001$). Additionally, it's also clear the result in that table a growth mindset has a significant between learning agility and well-being. The findings shown in the table confirm acceptance of hypothesis 3(b) ($\beta = .267$, $p = .164$). Also, the Bootstrap results have indicated that the value (.065) the lower and upper limit value is (.026) but the upper limit value is (.157), and the p-value (.001), so the direct impact of learning agility is significant with wellbeing.

Hypothesis 3(b) suggested, learning agility mediates the positively relations between a growth mindset and well-being. The result shown in the table a growth mindset has a positively affected on learning agility ($\beta = .375$, $p < .001$) while, learning agility have a significant relationship on well-being ($\beta = .267$, $p = .001$).

Furthermore, the Bootstrap results have shown that upper and lower limits value and the mediator's impact of learning agility and wellbeing. Acceptance of hypothesis 3(b) as full mediation is shown in a table.

Table 4.4: Mediation of learning agility in growth mindset and well-being

	B	SE	P	LLCI	ULCI
GM	0.1	0.15	0	0.131	0.271
G	0.36	0.16	0	0.082	0.151
(GM×G)	0.12	0.08	0	0.042	0.211
(ΔR2=.024, R2=.319 P=.000)					

Note. N= 380, * $p < .05$, ** $p < .01$, *** $p < .001$

Table 4.5: Conditional effect of X on Y at the values of the moderator:

	Effect	SE	T	sig(p)	LLCI	ULCI
Grit -1SD (3.25)	0.383	0.04	8.78	0	0.286	0.463
Grit (4.00)	0.471	0.04	10.5	0	0.383	0.562
Grit +1SD (4.25)	0.5	0.05	10.1	0	0.401	0.604

Note. N=380. Bootstrap sample size= 5000. LL= Lower Limit, CI= Confidence interval, UL= Upper Limit

4.2.4 Grit as a moderator between growth mindset and learning agility

Moderating the role of grit in the model, the moderating regression analysis have performed. Result in shown the direct interactive effects. The results (growth mindset × Grit) is found to be significant.

Table 4.6: Results for main effects and moderated regression analysis for grit

	B	SE	P	LLCI	ULCI
GM	.100	.151	.000	.131	.271
G	.360	.162	.000	.082	.151
(GM×G)	.121	.080	.000	.042	.211
(ΔR2=.024, R2=.319 P=.000)					

Note. N= 380, * $p < .05$, ** $p < .01$, *** $p < .001$

Table 4.7: Conditional effect of X on Y at the values of the moderator

	Effect	SE	T	sig(p)	LLCI	ULCI
Grit -1SD (3.25)	.383	.042	8.78	.0000	.286	.463
Grit (4.00)	.471	.041	10.5	.0000	.383	.562
Grit +1SD (4.25)	.500	.053	10.07	.0000	.401	.604

Note. $n=380$. Unstandardized regression coefficients. Bootstrap sample size=5000; LL=lower Limit; CI= confidence interval; UL=upper limit

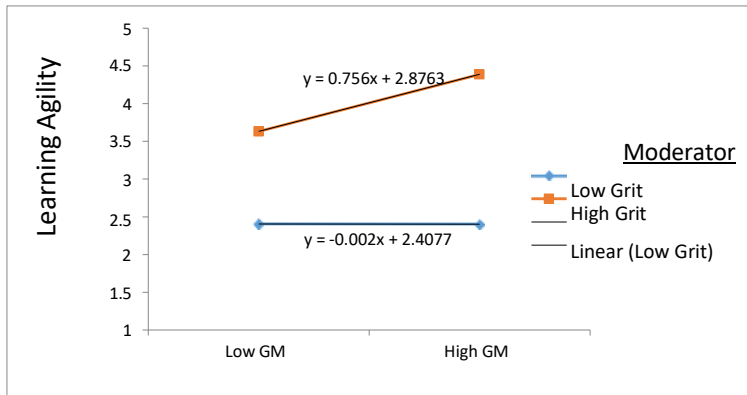


Figure 2: Results of Simple Slope Tests for Significant Interactions

5 Discussion

H1 (a) stated that a growth mindset has a positively and significant effect on goal attainment. The impact of a growth mindset is significant and positive on goal attainment so, it's considered the H1 (a) can be true and accepted. Simply said, the goal attainment of employees is increased significantly.

H1 (b) stated that a growth mindset has a positively and significant effect on well-being. The impact of a growth mindset on well-being of employees is increased significantly. This aim, in this case, can also connected to the positive creating an environment by the growth mindset that improves self-confidence between individuals to increase their opinion against anything that can harmful the employees or can take damage the organization in anyway.

Hypothesis H2 (a) states that learning agility have a positively and significant effect on the goal attainment of the employees. The impact of learning agility on the goal attainment of employees is significant so, it's considered H2 (a) can true and accepted. In simply, due to the increased level of learning agility between employees, the goal attainment of the employees is increased significantly. As a result, when the employees observe themselves as high level of learning agility, they monitor every part of their jobs at the workplace through a lens of ethics and norms and towards achieving their goals.

H2 (b) stated, learning agility is positively and significance impact on well-being of the employees. Impact of learning agility on the well-being of employee is positive and significant. So, H2 (b) can be accepted. In simply said, the increased levels of learning agility between the employees, and well-being of the employees is increased significantly. This shows a person can only discern right from wrong or what is ethically acceptable accepted at the workplace when that individual's higher levels of learning agility help to identify wrongdoing in the organization. Then individual shows well-being when he observes himself as morally obliged by the organization's values.

Hypothesis H3 (a) and H3 (b) on the mediating part of learning agility in the relationship of a growth mindset with well-being and goal attainment or well-being. The H3 is (a) and (b) definite that learning agility mediates the positively impact between growth mindset and goal attainment or well-being. The result of analysis collected data has shown that the role of mediator learning agility is significant in the relationship between growth mindset and goal attainment or well-being of the employees. This hypothesis H3 (a) and (b) is accepted and true. This is justified by the reason that an individual will show goal attainment when that individual is high. Individuals will feel ethically responsible for every action under the employees of growth mindset and that will increase their responsibility to think ethically, they will indulge in goal attainment or well-being at the workplace.

The hypothesis H5, the role of moderator grit in the linking of growth mindset with well-being and goal attainment. Hypothesis H5 stated that moderating role of grit is the relationship between a growth mindset and learning agility, in this means that the relationship will be stronger when grit is higher. The result of analysis has made pure that moderator grit in this concern is significance the moderating impact is established to be right and so, the H5 has been accepted.

5.1 Theoretical Implication

This major concept discussed on the literature review include growth mindset, learning agility, grit, well-being, and goal attainment individually and about one another as far as the theoretical implications of the current research are concerned. This thorough analysis of the writing is an important sources of knowledge information for the readers about the ideas mentioned aforementioned. The social cognitive theory, which has been taken into account by researchers to expand on and explain the relationships among different study variables, is also a result of the present research because its helps to create associations between the variables. To define the concept, discuss in research study has provided along with their reference to develop an understanding of these concepts. As a result, the present research study is theoretically beneficial.

5.2 Methodological Implication

The research has approved out the time-lagged study method where the time 1 is independent and moderating variable, time 2 is the mediating variable and lastly, time 3 is dependent variables. Additionally, the Cronbach Alpha values for each of the study's variables were analyzed and all of the results shows that they were significant and normal range. The research has used various techniques and tools for analysis purposes to verify the reliability and the validity of these results achieved. Finally, collecting data from various organizations in the service sector the generalizability of the results has been improved.

5.3 Managerial Implication

Pakistani organization can become the study of the development of employee relationship by generating a glowing working environment in the organization and developing rules that promote strong and healthy relationship, stops harmful and negative behaviors, and improve individuals' career insights values to increase their confidence. Because they will see the good changes happening within the company and their morale will rise, these policies and the positive work atmosphere may help employees become more learning agility. This strength finally increases the tendency for positive and helpful behaviors in the organization. The shows that managerial implication of the study is quite significant.

5.4 Limitation and Research Future Direction

According to the discussion above, the current study has a lot of advantages, but it also has a few limitations that need to be addressed in future studies. Firstly, the current research was only done in the Pakistani service sector limited the generalizability of result. Researchers also study other nation, countries or region in a related so, that research selection can be improved and the result's generalizability can be higher. Secondly, the current study using time-lagged method (time 1, time 2, and time 3) study designing with a gaps of five week which is not only longitudinal So, future studies necessary to use longitudinal study design based on long gap breaks (five months) for further reliable result and measure causal impact (Baumeister et al., 2018; Dobrow and Heller, 2015; Zhan and Zhong, 2025).

Thirdly, data was collecting in current research from the different employees reported were some employees reported growth mindset, learning agility, grit, goal attainment and well-being.

Fourth, the present research discusses the role of moderating grit in the relationship between growth mindset and learning agility. Future more research can use other moderators between these variables, alike need for caring use as a moderator (Russo, 2019).

Fifth, the research examined the role of mediation learning agility in the relationship between growth mindset and goal attainment or well-being, others variables can use as mediator in the propose relationship like as social desirability can be used as mediator (Rahimpour et al., 2019; Raphiphatthana et al., 2019).

Finally, the study's data set was not international or multicultural. Due to the statement that the research was carried out in the Pakistan cities of Islamabad and Rawalpindi and that all members were Pakistani. Future studies should reproduce the present studies in many other nations to get culture has an effect on the variables and the responses of the individuals that were taken into consideration in this study.

6 Conclusion

Based on these results, the conclusion can be drawn that the organization should focus. Current study shows that the organization should focus on the growth mindset of the employees because it improves the well-being and the ability of the employees to work under stressful condition becomes so easy for the employees. It eventually improves the behavior of the employees and the burnout behavior of the employees becomes limited. The emotional health of the employees is also improved because the well-being of the employees is improved with the help of the grit. The agency conflicts between the managers and the employees become shorter because the employees are trying to solve their problems when the well-being of the employees should

have increased. The agency conflict arises when the top management does not fully understand the wants and needs of the employees which eventually decreased the motivation level of the employees so, current study shows that when employees fulfill their needs of the employees the motivation level increased which increased the level of the goal attainment of the employees.

The study strength is improving the growth mindset to literature by explore the social cognitive theory, Research variable has not discussed through this theory in the previous research. When the organization creates a pleasant environment where people feel free to manage up with a growth mindset it will makes useful the employees and overall the organizations environment will benefit.

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